



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10441222
SAU: Dayton School Department
School: Dayton Consolidated School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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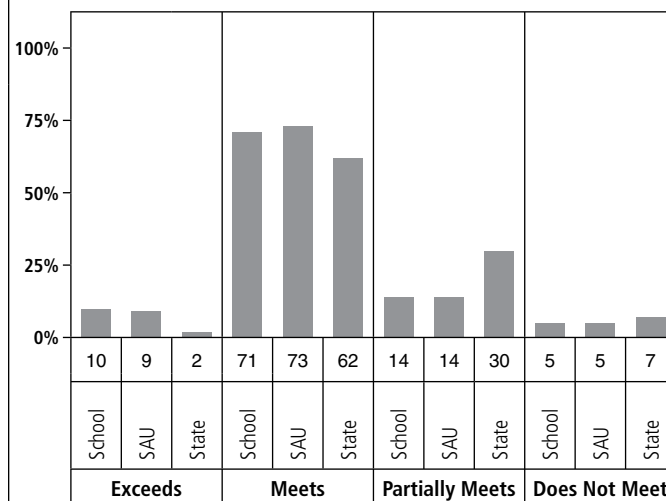
SUMMARY OF SCORES

Test Date: March 2008
 Grade: 3
 SAU: Dayton School Department
 School: Dayton Consolidated School

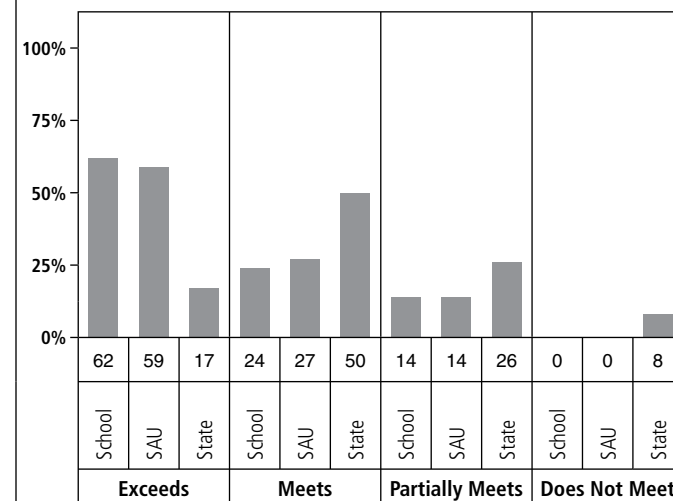
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	345	345
2006–2007	345	345	345
2007–2008	348	348	344
Cum. Avg. *	346	346	345
Mathematics			
2005–2006	343	343	344
2006–2007	351	351	347
2007–2008	361	361	347
Cum. Avg. *	351	351	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Dayton School Department
School: Dayton Consolidated School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	22	100	23	100	13803	100	22	100	23	100	13714	99	22	100	23	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	22	100	23	100	12916	94	22	100	23	100	12846	100	22	100	23	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	5	23	5	22	2358	17	5	100	5	100	2333	99	5	100	5	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	5	23	6	26	5584	40	5	100	6	100	5535	99	5	100	6	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	18	82	19	83	10650	77	18	82	19	83	10678	77												
Identified disability (PET/IEP)	1	6	1	5	475	4	1	6	1	5	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	3	14	3	13	2936	21	3	14	3	13	2911	21												
Identified disability (PET/IEP)	3	100	3	100	1735	59	3	100	3	100	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
Participation through alternate assessment (PAAP)	1	5	1	4	123	1	1	5	1	4	121	1												
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Dayton School Department
School: Dayton Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	4	1	4	352	3
	2006-2007	1	3	1	3	332	2
	2007-2008	2	10	2	9	227	2
	Cum. Total*	4	5	4	5	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	16	57	16	57	8641	62
	2006-2007	22	58	22	58	8691	63
	2007-2008	15	71	16	73	8403	62
	Cum. Total*	53	61	54	61	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	8	29	8	29	3671	27
	2006-2007	12	32	12	32	3781	27
	2007-2008	3	14	3	14	4018	30
	Cum. Total*	23	26	23	26	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	3	11	3	11	1163	8
	2006-2007	3	8	3	8	1021	7
	2007-2008	1	5	1	5	938	7
	Cum. Total*	7	8	7	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	30.6	66.5	30.9	67.2	27.6	60.0
Literary Text	23	50	15.7	68.3	15.9	69.1	14.1	61.3
Informational Text	23	50	14.9	64.8	15.0	65.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Dayton School Department
 School: Dayton Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	21	2	10	15	71	3	14	1	5	348	22	9	73	14	5	348	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	21	2	10	15	71	3	14	1	5	348	22	9	73	14	5	348	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2210	0	32	48	20	338
No	17	1	6	15	88	1	6	0	0	350	18	6	89	6	0	350	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	21	2	10	15	71	3	14	1	5	348	22	9	73	14	5	348	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	4										5	0	80	20	0	347	5450	1	49	39	11	341
No	17	2	12	12	71	2	12	1	6	349	17	12	71	12	6	349	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	21	2	10	15	71	3	14	1	5	348	22	9	73	14	5	348	13581	2	62	30	7	344
Gender																						
Female	9	1	11	8	89	0	0	0	0	352	9	11	89	0	0	352	6567	3	65	27	5	345
Male	12	1	8	7	58	3	25	1	8	345	13	8	62	23	8	346	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2004	0	37	49	14	339
No	19	2	11	14	74	2	11	1	5	349	20	10	75	10	5	349	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	21	2	10	15	71	3	14	1	5	348	22	9	73	14	5	348	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Dayton School Department
 School: Dayton Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	100	0	0	0	0	350	5	0	100	0	0	350	6	0	43	39	18	340
B. less than one hour	90	2	11	13	68	3	16	1	5	348	91	10	70	15	5	348	79	2	65	28	5	345
C. one to two hours	5	0	0	1	100	0	0	0	0	348	5	0	100	0	0	348	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	2	29	5	71	0	0	0	0	354	32	29	71	0	0	354	29	3	62	28	7	345
B. They match some of what I have learned.	43	0	0	8	89	1	11	0	0	347	41	0	89	11	0	347	48	2	67	27	4	345
C. They match just a little of what I have learned.	19	0	0	2	50	1	25	1	25	341	23	0	60	20	20	344	15	1	56	34	9	343
D. There is no match.	5	0	0	0	0	1	100	0	0	340	5	0	0	100	0	340	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	1	11	7	78	1	11	0	0	350	41	11	78	11	0	350	42	3	67	24	6	346
B. good	43	1	11	6	67	1	11	1	11	348	45	10	70	10	10	348	46	1	62	32	5	344
C. fair	14	0	0	2	67	1	33	0	0	341	14	0	67	33	0	341	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	1	50	0	0	1	50	339	9	0	50	0	50	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	67	2	14	11	79	1	7	0	0	351	68	13	80	7	0	351	57	2	68	26	4	346
C. easier than my regular schoolwork	24	0	0	3	60	2	40	0	0	343	23	0	60	40	0	343	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	5	0	0	0	0	0	0	1	100	326	9	0	50	0	50	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	48	2	20	6	60	2	20	0	0	350	45	20	60	20	0	350	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	48	0	0	9	90	1	10	0	0	348	45	0	90	10	0	348	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	10	0	0	2	100	0	0	0	0	343	9	0	100	0	0	343	19	3	65	27	6	346
B. 20 minutes to an hour	29	2	33	4	67	0	0	0	0	357	32	29	71	0	0	357	47	2	68	25	5	346
C. less than 20 minutes	57	0	0	9	75	2	17	1	8	345	55	0	75	17	8	345	19	1	56	35	8	343
D. I rarely read at home.	5	0	0	0	0	1	100	0	0	336	5	0	0	100	0	336	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	29	1	17	5	83	0	0	0	0	352	27	17	83	0	0	352	28	1	56	33	9	343
B. six to ten pages	24	0	0	2	40	2	40	1	20	338	23	0	40	40	20	338	23	1	63	29	7	344
C. eleven or more pages	48	1	10	8	80	1	10	0	0	351	50	9	82	9	0	351	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Dayton School Department
School: Dayton Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	4	14	4	14	1295	9
	2006-2007	6	16	6	16	1985	14
	2007-2008	13	62	13	59	2277	17
	Cum. Total*	23	26	23	26	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	11	39	11	39	6852	49
	2006-2007	22	58	22	58	6990	51
	2007-2008	5	24	6	27	6764	50
	Cum. Total*	38	44	39	44	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	9	32	9	32	4081	29
	2006-2007	8	21	8	21	3673	27
	2007-2008	3	14	3	14	3504	26
	Cum. Total*	20	23	20	23	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	14	4	14	1638	12
	2006-2007	2	5	2	5	1193	9
	2007-2008	0	0	0	0	1044	8
	Cum. Total*	6	7	6	7	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.0	73.3	11.0	73.3	9.2	61.3
Cluster 2: Shape and Size	14	29	11.6	82.9	11.5	82.1	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	4.0	80.0	4.0	80.0	3.2	64.0
Cluster 4: Patterns	14	29	11.5	82.1	11.3	80.7	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Dayton School Department
 School: Dayton Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	21	13	62	5	24	3	14	0	0	361	22	59	27	14	0	361	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	21	13	62	5	24	3	14	0	0	361	22	59	27	14	0	361	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2208	6	35	37	21	338
No	17	12	71	3	18	2	12	0	0	364	18	67	22	11	0	363	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	21	13	62	5	24	3	14	0	0	361	22	59	27	14	0	361	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	4										5	40	40	20	0	356	5452	9	45	33	12	343
No	17	11	65	4	24	2	12	0	0	362	17	65	24	12	0	362	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	21	13	62	5	24	3	14	0	0	361	22	59	27	14	0	361	13584	17	50	26	8	347
Gender																						
Female	9	6	67	2	22	1	11	0	0	364	9	67	22	11	0	364	6565	15	49	27	8	347
Male	12	7	58	3	25	2	17	0	0	359	13	54	31	15	0	358	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2004	5	39	41	15	339
No	19	13	68	3	16	3	16	0	0	363	20	65	20	15	0	362	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	21	13	62	5	24	3	14	0	0	361	22	59	27	14	0	361	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Dayton School Department
 School: Dayton Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	1	100	0	0	0	0	0	0	380	5	100	0	0	0	380	6	9	40	33	18	340
B. less than one hour	90	11	58	5	26	3	16	0	0	360	91	55	30	15	0	359	79	18	52	24	6	348
C. one to two hours	5	1	100	0	0	0	0	0	0	364	5	100	0	0	0	364	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	7	88	1	13	0	0	0	0	366	41	78	22	0	0	364	37	22	50	22	6	350
B. They match some of what I have learned.	48	4	40	4	40	2	20	0	0	357	45	40	40	20	0	357	46	16	53	25	6	348
C. They match just a little of what I have learned.	14	2	67	0	0	1	33	0	0	363	14	67	0	33	0	363	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	20	4	100	0	0	0	0	0	0	375	24	80	20	0	0	369	39	25	48	20	7	350
B. good	65	7	54	4	31	2	15	0	0	359	62	54	31	15	0	359	46	14	52	27	7	347
C. fair	15	1	33	1	33	1	33	0	0	353	14	33	33	33	0	353	12	8	49	35	9	343
D. poor	0										0						3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	0										0						17	7	41	35	17	340
B. about the same as my regular schoolwork	57	7	58	4	33	1	8	0	0	361	55	58	33	8	0	361	59	18	53	24	5	349
C. easier than my regular schoolwork	43	6	67	1	11	2	22	0	0	361	45	60	20	20	0	360	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	0	0	3	100	0	0	0	0	351	14	0	100	0	0	351	32	13	47	30	10	345
B. two or three days a week	24	3	60	2	40	0	0	0	0	362	23	60	40	0	0	362	30	20	52	23	5	349
C. two or three times each month	19	3	75	0	0	1	25	0	0	360	23	60	20	20	0	358	19	20	53	21	6	350
D. never or almost never	43	7	78	0	0	2	22	0	0	365	41	78	0	22	0	365	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	24	3	60	1	20	1	20	0	0	358	23	60	20	20	0	358	7	5	34	40	20	338
B. two or three days a week	33	4	57	2	29	1	14	0	0	356	32	57	29	14	0	356	18	15	50	27	8	346
C. two or three times each month	14	1	33	2	67	0	0	0	0	362	14	33	67	0	0	362	28	21	53	21	4	350
D. never or almost never	29	5	83	0	0	1	17	0	0	370	32	71	14	14	0	367	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										0						16	8	42	36	13	342
B. 30–45 minutes	14	1	33	2	67	0	0	0	0	353	14	33	67	0	0	353	30	14	53	26	7	347
C. 45–60 minutes	43	4	44	3	33	2	22	0	0	360	41	44	33	22	0	360	32	22	51	22	5	350
D. more than 60 minutes	43	8	89	0	0	1	11	0	0	366	45	80	10	10	0	364	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											